

## Textbook Alignment to the Utah Core – Music Connections

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Music Connections Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Perform):** Students will use body, voice, and instruments as means of musical expression.

**Percentage of coverage in the *student and teacher edition* for Standard I:** \_\_\_\_\_%

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:** \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

**Objective A:** Demonstrate technical performance skills.

•	Illustrate how to use the expressive potential (pitch, volume, timbre, duration) of the voice and body to communicate an idea or a feeling.		
•	Demonstrate how to use the expressive potential (pitch, volume, timbre, duration) of selected instruments to communicate an idea or a feeling.		
<b>Objective B: Perform varied repertoire.</b>			
•	Read/sing/play traditional songs of various rhythms, textures, modes, harmonies, and forms.		
•	Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.		
<b>STANDARD II: (Create): Students will improvise and compose music.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
			<i>Not covered in TE, SE or ancillaries ✓</i>
<b>Objective A: Improvise rhythmic and melodic ideas and phrases.</b>			
•	Improvise thematic melodies over ostinato patterns.		
•	Manipulate short phrases into a complete melody.		
•	Play a simple melodic variation.		
•	Analyze the differences between the experiences of imitating and improvising.		
<b>Objective B: Create imitations of musical passages.</b>			
•	Perform melodic, rhythmic, and chordal call/response, question/answer activities.		

• Imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next.			
• Create scale fragments or rhythmic motives for others to replicate.			
• Compare experiences in imitating/creating rhythmic motives with imitating/creating melodic motives.			
<b>STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>	<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>	<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Describe the elements of music.</b>			
• Explain or demonstrate the production and/or transmission of musical sound; e.g., strings, winds, percussion, reeds; acoustic vs. electronic; digital vs. analog; AM vs. FM radio bands; synthetic vs. sampling.			
• Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.			
• Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.			
• Describe how a melody conveys a message.			
• Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.			
<b>Objective B: Analyze and evaluate musical examples.</b>			
• Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.			
• Explain how music is constructed; e.g., identify the meter (time			

	signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).			
•	Compare and contrast styles from a variety of cultures and time periods in music listened to or performed.			
•	Describe the emotions and thoughts music communicates and how it does so.			
<b>Objective C: Document personal growth as a musician.</b>				
•	Keep a journal and/or write reflections on personal experiences in music.			
•	Select a piece of own completed work that illustrates progress and explain this choice to teacher and/or parents.			
<b>STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Examine how music relates to personal development and enjoyment of life.</b>				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
<b>Objective B: Experience how music connects us to history, culture, heritage, and community.</b>				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy			

	themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			